

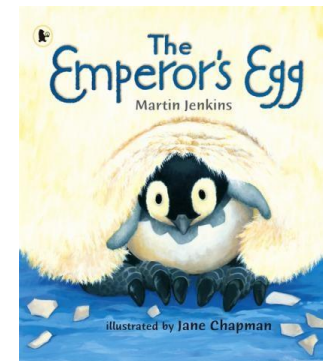
Year 2 - Autumn 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English	<p>Traditional Tales</p> <p>Children are introduced to fables and start to understand their key features. They discuss the use of animal characters and stereotypical characteristics and write descriptions.</p> <p>Grammar focus: Co-ordination: use conjunctions (and, or, but) to join simple sentences.</p>	<p>Traditional Tales</p> <p>Children listen to an oral story: The ant and the grasshopper, and discuss the moral dilemma raised. They compare a written version, then act an argument between ant and grasshopper's sister. They then write this dialogue.</p> <p>Grammar focus: Learn how to use punctuation correctly, including capital letters, full stops, question or exclamation marks</p>	<p>Postcards and letters</p> <p>Children read books based on letters. They agree the features of letters, and then invent a new excuse for the boy who was always late for school. Finally they write their own postcard using some features of letter writing.</p> <p>Grammar focus: Learn how to use sentences with different forms: statement, question, exclamation, command.</p>	<p>Postcards and letters</p> <p>Children read and enjoy Dear Teacher and note features of letters. They revise the different forms of sentence, and end-of-sentence punctuation. Then children focus on and write using schwa-words with different spellings.</p> <p>Grammar focus: Learn how to use sentences with different forms: statement, question, exclamation, command.</p>	<p>Poems about Family</p> <p>In this unit, we all find out about each other's families through poetry. Children have lots of opportunities to read, discuss and then write their own poems based on themselves and their families.</p> <p>Grammar focus: Learn how to use familiar and new punctuation correctly - commas, apostrophes for contracted forms and the possessive</p>	<p>Poems about Family</p> <p>In this unit, we all find out about each other's families through poetry. Children have lots of opportunities to read, discuss and then write their own poems based on themselves and their families.</p> <p>Grammar focus: Learn how to use familiar and new punctuation correctly - commas, apostrophes for contracted forms and the possessive.</p>
Maths	<p>Place Value</p> <p>Children revisit learning from Year 1 on numbers to 20. While children have already gone beyond this, the numbers from 11 to 15</p>	<p>Place value</p> <p>The focus is first on the tens within 100 and understanding that, for example, tens are forty, it is essential that children grasp this first, as this will</p>	<p>Place value</p> <p>In this step, children estimate the position of numbers on number lines. Using the number lines counting in 10s that they worked with in Step</p>	<p>Place Value</p> <p>In this step, children count in 3's for the first time. They use concrete resources to physically make each number and begin to spot patterns</p>	<p>Addition and Subtraction</p> <p>Children looked at number bonds both to and within 10 in detail. The use of concrete resources such as</p>	<p>Addition and Subtraction</p> <p>In this step, children use their knowledge of number bonds to 10 to add numbers within 20. Children are familiar with using the counting on</p>

	often prove more difficult to understand, so this step provides an opportunity to revisit these numbers explicitly before moving on to look at numbers to 100 later in the block	form the basis for all other numbers once children have this understanding, then begin to write numbers with both tens and ones in words.	9, they position numbers made up of tens and ones.	when counting in 3's. Children explore problems in the abstract by drawing Mumps on number lines, completing number tracks or using a hundred square to support them in counting and spotting patterns.	counters and ten frames, Rekenreks or even their fingers can support children in finding bonds for numbers within 10.	method for calculations that cross a 10, but the purpose of this step is to improve both efficiency and accuracy using number bonds.
Science	<p>How many arms does an octopus have?</p> <p>Children work in groups to examine the external anatomy of an octopus, identifying its head and eyes. They observe how its arms extend directly from its head. They also count the arms and look closely at the rows of suckers that the octopus uses for grasping. The children then identify the mantle, where the octopus's organs are, and the dark spots on its skin that allow it to change colour. The children turn the octopus over and find its tube-like siphon, which it uses to propel itself through the water. Finally, children find the octopus's beak, which is at the centre of its arms, which it uses to eat. They remove the beak to take a closer look</p>	<p>Do insects have a favourite colour?</p> <p>Children find out if insects can tell the difference between colours and if they are attracted to some colours more than others. Working individually or in small groups, children place pieces of coloured paper or card outside on the floor on a warm, sunny day. They sit quietly nearby and observe the paper for an agreed amount of time, counting and recording how many insects land on each colour. Children repeat the test twice during the day to validate their results.</p>		<p>What is the lifecycle of the ladybird?</p> <p>Children learn about and observe key stages of the ladybird life cycle. Investigation Working as a class, children learn about the life cycle and food chain of the ladybird. They then come up with relevant questions about ladybirds and respond to those they can answer. The children prepare and add ladybird larvae to a ladybird habitat tank. Over the following weeks, they make daily observations and watch as the larvae grow, pupate and hatch to become adult ladybirds. The children revisit their questions from the start of the investigation and answer them using what they have observed and experienced. Conclusion Ladybirds lay eggs that hatch to produce larvae, which grow then pupate to become adults.</p>		
Guided Reading	The Secret of the Black Rock			The Emperor's Egg		



In this project, children explore the themes of adventure, mystery, and the natural world through *The Secret of the Black Rock*. They develop their comprehension skills by making predictions, discussing character motivations, and identifying key themes such as bravery and conservation. Through descriptive writing, they experiment with using rich vocabulary and figurative language to bring settings and characters to life. The story also serves as inspiration for creative storytelling, where children plan and write their own adventure narratives based on myths and legends of the sea.



In this project, children learn about the fascinating life of emperor penguins while developing their literacy skills through *The Emperor's Egg*. They explore the book's informative yet engaging style, discussing how facts are presented in a way that captivates young readers. Through guided reading and discussion, they build their understanding of key themes such as survival, adaptation, and parental care in the animal kingdom. Writing activities may include fact files, non-chronological reports, and diary entries from the perspective of an emperor penguin.

Topic
Street Detectives

This way or that way? Where should we go? Up to the local shops or down to the playing fields? Let's learn about our local community, looking at houses old and new and finding out how our streets have changed since our mums and dads were young. Perhaps your granny or grandpa went to your school or maybe they worked in the baker's shop?

Make maps and plans of the streets around us, planning our routes. What can you see? What can we find? Whereabouts do you live? Do you know your address? Find out how to write instructions, directions, adverts and learn rhymes all about our community from different times.

Art & DT
Mix It

	<p>This project introduces children to fundamental colour theory by studying the colour wheel and experimenting with colour mixing. They begin by exploring primary colours—red, blue, and yellow—and learn how they can be combined to create secondary colours such as green, orange, and purple. Through hands-on activities, children develop an understanding of how different colours interact, blend, and change depending on their combinations.</p>	<p>As they progress, children examine how artists use colour to create mood, atmosphere, and depth in their artwork. They explore concepts such as warm and cool colours, complementary colour schemes, and the effects of tints, shades, and tones. By analysing famous artworks, they gain insight into how colour choices can influence the viewer's perception and emotions. This knowledge is then applied to their own creative projects, where they experiment with using colour expressively to convey meaning and enhance their artistic compositions.</p>
PSHE	<h3>What Makes a Good Friend ?</h3>	
	<p>This PSHE unit helps children explore the qualities and values that contribute to positive and healthy friendships. Through discussions, role-play, and storytelling, they learn about key friendship skills such as kindness, empathy, trust, and respect. They reflect on their own experiences and consider what it means to be a good friend, identifying the behaviours that help build strong and supportive relationships. Activities encourage children to think about effective communication, active listening, and how to resolve conflicts fairly and respectfully.</p>	<p>As they progress, children examine different scenarios that test friendships, such as misunderstandings, disagreements, or peer pressure. They learn strategies for managing these challenges, including how to express feelings assertively, apologise sincerely, and support friends in times of need. The unit also explores the importance of inclusion and recognising the impact of our words and actions on others. Through creative activities such as writing friendship pledges, designing friendship posters, and sharing personal experiences, children develop a deeper understanding of the role they play in fostering positive relationships both in and outside the classroom.</p>
PE	<h3>Athletics</h3>	
	<p>In this unit, children learn to run at different speeds, recognising the differences between walking, jogging, and sprinting as they move along various pathways, such as curved and straight. They begin to develop the correct technique for jumping as high and as far as possible, exploring different types of jumps and landings while focusing on landing safely. They also create simple jump sequences to share with a partner or group, responding to feedback to improve their movements.</p>	